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ABSTRACT

As part of a larger program of a consortium of six rural Oregon counties (SIXCO), a study was conducted to select instruments which provided a measure of career decision-making skills and to utilize these instruments on populations of students who received varying types of guidance processes in their school programs. Of the twenty-nine instruments recommended by the reviewing panels, two were selected: the Career Development Inventory (CDI) for grade 9 and the Career Maturity Inventory (CMI) for grades 10-12. During the fall and spring terms of 1976-77, selected students were tested with these instruments. The types of schools selected for the project included those with the guidance cadre for purposes of developing career decision making, a guidance processes program with all teachers being involved, and a program with no formal guidance. Both the CMI and CDI fall term test scores served as the base for assessing the effects of guidance processes for the various grade levels during the school year. With the exception of the results for CDI Scale B (resources for exploration), no statistically significant differences were found to exist across the treatment groups. These results were considered to have established the product worth of the assessment instruments for evaluation of career decision-making skills in rural schools. (BM)

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ED145134

FINAL REPORT

Methodology for the Evaluation of Career Decision Making Skills in Rural Schools

Project Number 23-000-033

Mr. Sam Banner, Project Director
Malheur Intermediate Education District
Vale, Oregon 97918

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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June 15, 1977

OREGON DEPARTMENT OF EDUCATION
CAREER PROGRAM DEVELOPMENT AND EVALUATION UNIT

CE 012 695

TITLE: Methodology for the Evaluation of Career Decision Making Skills in Rural Schools

INSTITUTION: Malheur County Intermediate Education District

PROJECT DIRECTOR: Mr. Sam Banner
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PROJECT DURATION: July 1, 1976 through June 30, 1977

COSTS:

Federal	Local	Total
$2231	$3750	$5981

NUMBER OF STUDENTS AFFECTED: 976 NUMBER OF STAFF INVOLVED: 44

PROJECT DESCRIPTION:

The general outcome area of Career Decision Making Skills has been an integral part of the USOE thrust since criteria for career education were developed in early 1974. One of the major elements of the 1975-76 program of SIXCO was to assess the extent to which selected students demonstrated increased competence in career decision making skills at grade 12. It became obvious that a small school model program for grades 9-12 be established.

Purpose:

The purposes of the project were (1) to select instruments which provided a measure of career decision making skills and (2) to utilize these instruments on populations of students who received varying types of guidance processes in their school programs.

Procedures and Outcomes:

Students were tested during fall and spring terms, 1976-77 utilizing the Career Development Inventory for grade 9 and the Career Maturity Inventory for grades 10-12. Types of schools selected for the project included those with (1) the guidance cadre for purposes of developing career decision making (2) a guidance processes program with all teachers being involved, and (3) a program with no formal guidance. The results of the project produced data which establish the product worth of the assessment instruments for such programs.

A. Background

The SIXCO Project consists of a consortium of the six Oregon counties of Baker, Grant, Harney, Malheur, Union and Wallowa. The communities included within the geographic region depend primarily upon agriculture and forestry for their existence, with seasonal employment being prevalent throughout the year. The region is geographically large, comprising some 32,836 square miles, an area encompassing approximately one-third of Oregon's land mass. The land mass itself is characterized as consisting of varieties of mountain types, sagebrush terrain, and semi-arid region.

There are twenty-seven (27) secondary school districts located within the six counties with only four (4) programs enrolling populations in excess of 500 students. Twelve of the schools enroll less than 100 students. Thus, the enrollments of only .58 students per square mile make the density similar to other rural areas such as those found in eastern Washington, western Idaho and northern Nevada.

With the exception of the four (4) larger communities located in the SIXCO region, out-migration for employment purposes is great. The Oregon State Employment Service has offices operating in only eight (8) of the twenty-seven counties with some of these operating only on a part-time basis. Economically, median home incomes in the six county area are about 13% below that of the state as a whole;

in many instances, financial constraints no doubt inhibit academic progress for some learners. In addition to socioeconomic deprivation, which made up approximately 40% of the disadvantaged students in a sample of 10th, 11th, and 12th graders in Grant and Harney counties, about 31% indicated academic disadvantaged and 20% reported cultural problems.

In terms of career preparation, the situation in the SIXCO region could be summarized as possessing the following problems:

1. Seasonal unemployment and underemployment.
2. Employment service functions only available in the larger communities.
3. Heavy out-migration of young people who possess less than adequate job seeking skills.
4. Limited school work experience opportunities within the small rural communities.
5. Meager or no guidance and counseling services in the schools.
6. Long distances from educational resources.
7. Small, isolated school programs.
8. A prevalent turnover of teachers in some counties, many of whom have no or little experience in career education.

All of these problems contribute to the unique situation inherent within the eastern Oregon counties. One or more of these problems is exemplified in nearly every school district within the six-county region of the state.

The Design of Previous SIXCO Projects

The design of the evaluation of the SIXCO Project during 1974-75 year focused primarily upon a process thrust. A process-type evaluation assesses the activities and components peculiar to a project's goals and verifies whether or not these activities and

components peculiar to a project's goals and verifies whether or not these activities and components have been initiated and completed. The major purpose of a process evaluation is to spot check the various program components to determine whether or not goals are being accomplished.

The thrusts of the 1973-74 and 1974-75 evaluations focused upon (1) staff development as exemplified through inservice and other activities, (2) materials development, including the writing and dissemination of teaching units and packaged materials, and (3) program development involving long-term planning and SIXCO personnel visits to exemplary career education programs. On-site visitations served as the basis for making local assessments with interviews, observations, and other inspections comprising the major data collection effort.

The evaluation for 1975-76 focused upon (1) staff development as exemplified through inservice activities, (2) the assessment of the extent to which selected SIXCO students demonstrated increased competence in career decision-making skills at grade 12, and (3) program development, which involved inself with long-term planning and SIXCO personnel visits to exemplary career education programs. Because measurable goals were important to the evaluation of the project, standardized instruments were utilized which addressed themselves to the elements included in the demonstration of decision-making skills for 12th grade students.

In April, 1974, Development Associates, Inc. issued draft guidelines for the evaluation of career education programs. These guidelines were issued on behalf of the U.S. Office of Education in order to provide guidance to the evaluation of career education objectives in terms of student outcomes.

In 1974 and 1975 an extensive nationwide search for instruments, which measured career education objectives, was conducted by Development Associates in an attempt to provide a review panel with as many instruments as possible for test review. In selecting instruments for review, the following criteria were applied:

- The test could be administered on a group basis.
- Student responses required little or no writing.
- The instrument's objectives could be related to one or more of the objectives of career education.
- Each instrument was available to local school districts for use in the program evaluation.

Based on these criteria, 90 tests were reviewed by a panel in August of 1974 and six were recommended. A second panel met in August of 1975 and reviewed 23 additional tests; 29 test were considered by the panel in August of 1975. Two (2) of the recommended instruments, the Career Development Inventory and the Career Maturity Inventory, are summarized in Table I. These instruments provide measures to the specific outcome areas shown in Table II.

TABLE I

Test Summary Sheet For

RECOMMENDED INSTRUMENTS

Test	Test Outcome Objectives	USOE Learner Outcome Objectives	Common Career Education Objectives	Experienced Based Career Education Objectives	Test Limitations/Remarks
Career Development Inventory:					
Scale A	Planning Orientation	4	5-e, f	I-8	There is sex stereotyping in a few ite but empirical studi show no sex bias; revision to remove stereotyping is in process.
Scale B	Resources for Exploration	4, 5	5-c, f 7-a	I-8 I-2; II-2	
Scale C	Information and Decision Making	4	4-a, c 5-c, c	I-4 I-2	
Career Maturity Inventory: Attitude Scale					
Part 1	Self Appraisal	5	4-a, e 5-a, b, e	I-4; I-5; I-1; II-1	• Minor degree of s stereotyping, no dence of sex bias. • The Attitude Scal items may permit development of me ingful subscores.
Part 2	Occupational Information	--	4-a	I-4	
Part 3	Goal Selection	5	4-3 5-a	I-5; I-1; II-1	
Part 4	Planning	--	4-c	I-4	

TABLE II

GENERAL STUDENT OUTCOME AREAS AND SPECIFIC OBJECTIVES
APPLICABLE FOR ROUND II PROJECTS

FUNDED UNDER PART D OF VOCATIONAL EDUCATION ACT*

General Outcome Areas	Specific Objectives
1. Self Awareness	a. Students will identify and describe their own current abilities and limitations. b. Students will identify and describe their own current interests and values. c. Students will endorse positive attitudes toward themselves.
2. Competency in Academic/Vocational Skills	a. Students will demonstrate generally useful numerical skills. b. Students will demonstrate generally useful communication skills. c. Students will demonstrate generally useful information processing skills. d. Students will demonstrate generally useful decision-making skills. e. Students will demonstrate generally useful interpersonal skills.
3. Set of Work Values	a. Students will identify the bases of various work values. b. Students will endorse positive attitudes towards paid and unpaid work.
4. Awareness of and Knowledge about Work	a. Students will identify the major duties and required abilities associated with different types of paid and unpaid work. b. Students will distinguish between differences in work conditions and life styles associated with different types of paid and unpaid work. c. Students will distinguish between entry requirements for major types of paid and unpaid work. d. Students will identify the impact of social and technological change on paid and unpaid work.

General Outcome Areas	Specific Objectives
	e. Students will identify the important factors that affect work success and satisfaction
5. Career Decision Making Skills	a. Students will associate their own abilities and limitations with possible success in present or future paid and unpaid work.
	b. Students will relate their personal interests and values to types of paid and unpaid work and their associated life styles.
	c. Students will identify, locate and utilize sources of information to solve career decision-making problems.
	d. Students will determine the potential for future advancement/personal growth in work of their choosing.
	e. Students will identify the sequence of steps to be taken and the factors to be considered in career planning.
	f. Students will demonstrate active involvement in career decision making.
6. Work Habits	a. Students will plan work effectively.
	b. Students will adapt to varied work conditions.
	c. Students will endorse a positive attitude towards the concept of quality in relation to a work task.
	d. Students will endorse a positive attitude towards conservation.
	e. Students will endorse a positive attitude towards responsibility for their own behavior and accomplishment of self-imposed tasks.
	f. Students will demonstrate a desire for continuous learning, both in school and work.
7. Work-seeking and Work-getting skills	a. Students will identify, locate, and utilize sources that contain information about existing paid and unpaid possibilities.
	b. Students will demonstrate skills required in applying for and accepting work.

General Outcome Areas	Specific Objectives
8. Successful Placement of Students Upon Leaving Education System	a. Students will be placed in a paid occupation, in further education, or in unpaid work that is consistent with their current career plans.
9. Awareness of Means Available for Continued Education	a. Students will identify sources of additional education in major types of paid and unpaid work. b. Students will identify means to support additional education for themselves in major types of paid and unpaid work.

* Developed in June 1974 by US Office of Education and included in draft version of this guide, August 15, 1974

That portion of the 1975-76 SIXCO evaluation focusing upon the assessment of career decision making skills at Grade 12 utilized the Career Maturity Inventory (CMI), an instrument recommended for portions of learner outcome areas 4 and 5. The results of this assessment are shown in Table III.

Table III. Mean Scores for Career Maturity Inventory (CMI), Grade 12, SIXCO Career Education Project, 1975-76.

School	Numbers of Respondents	Mean Scores	Range
Burns	106	36.019	21-46
Burnt River	10	38.100	33-43
Crane	17	39.470	34-47
Grant County	117	37.436	25-48
Pine Eagle	25	37.880	26-44
Huntington	10	37.100	30-43
Imbler	12	39.583	31-45
Jordan Valley	14	39.214	31-44
Nyssa	76	34.776	18-44
Vale	77	37.181	20-46
Mt. Vernon	6	40.000	34-45
Long Creek	6	37.500	34-47
Prairie City	28	35.714	28-45
Dayville	7	38.571	29-43
Monument	8	39.750	35-44
Grant Union	39	38.026	29-48
Elgin	22	37.364	31-46
LaGrande	123	36.832	24-46
Cove	14	39.143	33-44
Joseph	29	37.000	26-45
Ontario	121	35.562	19-46
Enterprise	27	37.555	29-47

These data provided baseline information on the status of SIXCO students at the 12th grade level in terms of career decision making processes. Such data were considered to be essential to the establishment of future practices within the SIXCO schools.

3. Methods and Strategies for the 1976-77 Project

Previous activities set the stage for the incorporation of a product type model to be built into SIXCO schools in order to provide evidence about the effect which the various components have on the individual learner. More specifically, there was an interest within SIXCO during the 1976-77 year to determine the influence which the guidance processes had upon the career decision making skills development of rural students enrolled in grades 9-12.

In pursuing this interest, it seemed logical to build upon the past data base which was secured through the 1975-76 evaluation efforts. At the same time, the SIXCO region provided an excellent situation for establishing the effect of career guidance activities upon the decision making process of students. Using career guidance activities as a point of departure, the following sampling matrix was utilized in the 1976-77 program.

	Grades			
Schools	10	11	12	Total
Ontario (E_1)	N = 184	N = 203	N = 144	531
Prairie City (E_2)	N = 33	N = 19	N = 23	75
Dayville Mt. Vernon (C_1)	N = 14	N = 16	N = 13	43
Totals	N = 231	N = 238	N = 180	649

Ontario (E_1) utilized the guidance cadre for purposes of developing career decision making skills for their students, Prairie City (E_2) inserted a guidance processes program into their system with all teachers participating, and Dayville and Mt. Vernon (C_1) acted as the control group with no formal guidance program being appropriated for their students.

The design called for the pre- and post-testing of all tenth, eleventh, and twelfth grade students within these programs. The CMI (Attitude Scale) utilized for all testing with the resulting scores being compared to ascertain where differences exist between the programs. Thus, the design established the product worth of the guidance processes within the E_1 and E_2 programs as compared to no formal guidance in the C_1 schools.

Such data are essential to the quantitative assessment of guidance procedures within the SIXCO program. The impact of federal monies on the career decision-making process of learner recipients will be forthcoming as a result. At the same time, a model for career guidance assessment has been developed which can be used for future funded projects within the state.

In addition to the above thrust, SIXCO administrators and cooperating programs had an increasing interest in the evaluation of a second component, that of entering ninth grade students. The evaluation efforts associated with this interest included the implementation of the following design plan for ninth grade students.

	SCHOOLS			
	Ontario	Vale	Prairie City	Total
Pre Test	N = 170	N = 99	N = 28	297
Post Test	N = 170	N = 99	N = 28	297

Where, Ontario students had the guidance cadre and SUTOE available for career education activities. Vale had an exemplary career education program available to students, and Prairie City students had teachers with guidance processes inserted into their activities.

The Career Development Inventory (CDI) was utilized to assess ninth graders in two career education areas; namely, (1) resources for exploration and (2) information and decision making.

Scale B of the CDI is a self-rated assessment of the available resources for use with career activities, resources from which the student learns about educational opportunities, occupations, and himself. This scale is a measure of the quality of actually used resources for career exploration. Scale C assesses the student's possession of actual occupational information along with his or her knowledge of how to integrate occupational information into educational and vocational decisions.

The evaluation of SIXCO ninth grade students according to this procedure has provided a foundation for future assessments as these learners move into cluster programs. The results also provide data necessary for comparing differences within the programs.

Results of the 1976-77 Testing

All students who were included in the project were tested during Fall, 1976 and Spring, 1977. The CMI results are shown in Table IV and the CDI results are reported in Table V. These test results were utilized as the data base for the 1976-77 school year in detecting changes in decision-making resources and skills for rural schools during the year. The presence or absence of the various types of guidance programs constituted the treatments associated with such changes. Grades 9-12 were assessed during the school year.

Table IV. Career Development Inventory (CDI)

Mean Scores, Grade 9, Fall, 1976, and Spring, 1977.

School		Sample Size	Mean Scores	
			Scale B	Scale C
Ontario	Fall, 1976	170	236.212	14.235
	Spring, 1977	150	263.207	15.613
Vale	Fall, 1976	99	230.828	13.798
	Spring, 1977	90	239.822	15.144
Prairie City	Fall, 1976	28	202.857	13.821
	Spring, 1977	26	231.961	15.115

Table V. Mean Scores for Career Maturity Inventory (CMI), Grades 10-12, SIXCO Career Education Project, Fall, '76 and Spring, 1977

School		Grade		
		10	11	12
Ontario	Fall, 1976	34.630	34.596	35.813
	Spring, 1977	34.244	34.748	36.277
Prairie City	Fall, 1976	34.970	33.895	36.609
	Spring, 1977	35.321	35.462	36.333
Dayville-Mt. Vernon	Fall, 1976	34.714	36.875	37.692
	Spring, 1977	36.250	37.200	39.000

The scores of students at all grade levels were analyzed for significance to determine if differences were present across the various types of guidance programs. All of the data were processed using analysis of covariance with the pretest score being utilized as the covariant. The results of these tests are shown in Tables VI thru XI below.

Table VI.

Results of Tests of Significance for Career Development Inventory (CDI), Scale B (Resources for Exploration), Grade 9, Selected SIXCO Schools, 1976-77.

Adjusted Post Test Mean Scores			Computed F Value	Decision α = .05
Ontario N=77	Vale N=75	Prairie City N=18		
259.821	240.639	248.047	4.830	reject

Table VII.

Results of Tests of Significance for Career Development Inventory (CDI), Scale C (Career Decisions), Grade 9, Selected SIXCO Schools, 1976-77.

Adjusted Post Test Mean Scores			Computed F Value	Decision α = .05
Ontario N=77	Vale N=75	Prairie City N=18		
15.698	15.429	15.449	0.105	retain

Table VIII.

Results of Tests of Significance for Career Maturity Inventory (CMI), grade 10, Selected SIXCO Schools, 1976-77.

Adjusted Post Test Mean Scores			Computed F Value	Decision $\alpha = .05$
Ontario	Prairie City	Dayville-Mt. Vernon		
34.931	35.344	34.399	0.133	retain

Table IX.

Results of Tests of Significance for Career Maturity Inventory (CMI), grade 11, Selected SIXCO Schools. 1976-77.

Adjusted Post test Mean Scores			Computed F Value	Decision $\alpha = .05$
Ontario	Prairie City	Dayville-Mt. Vernon		
34.805	35.684	35.085	0.373	retain

Table X.

Results of Tests of Significance for Career Maturity Inventory (CMI), grade 12, Selected SIXCO Schools, 1976-77.

Adjusted Post test Mean Scores			Computed F Value	Decision $\alpha = .05$
Ontario	Prairie City	Dayville-Mt. Vernon		
35.948	36.144	38.410	0.538	retain

Table XI.

Results of Tests of Significance for Career Maturity Inventory (CMI), grades 10-12, Selected SIXCO Schools, 1976-77.

Adjusted Post Test Mean Scores			Computed F Values	Decision $\alpha = .05$
Ontario	Prairie City	Dayville-Mt. Vernon		
35.155	35.514	36.010	0.363	retain

These results indicate that no significant differences existed across any of the programs with the exception of those mean scores for Scale B (Resources for Exploration) as measured at the 9th grade level. A multiple comparison analysis revealed that Ontario had a significantly higher Scale B mean score than did the other two (2) schools.

C. Evaluation

The evaluation of the project was conducted by Dr. E. Wayne Courtney of Oregon State University. Dr. Courtney has been involved with previous third party evaluation efforts for SIXCO during the past three (3) years. The evaluation phase of the 1976-77 program included on-site visitations and administrative conferences. Project personnel were integrated into the evaluation component.

For the most part, the activities and goals of the project were carried out according to the planned format. Problems which did arise during the project's tenure resulted from internal issues within the selected schools rather than from the project's administration.

An example of such an internal problem existed at Ontario for grades 10 - 12. The guidance cadre approach to be used at Ontario during the 1976-77 school year was essentially a "guide-guidee" system for grades 10 - 12. This system has been utilized in larger schools in Oregon in the past and has proven to be a worthwhile approach to developing career information and decision making skills in students. Although the guide-guidee approach was planned at Ontario during the 1976-77 year, the system was never implemented because of several internal problems at the school. Hence, the present results do not reflect the treatment effect associated with the approach.

The responsibility for test administration was given to local school guidance personnel and they conducted all data collection efforts. The third party evaluation and the SIXCO staff coordinated

the test scoring; the third pary evaluation analyzed all data appropriate to the project's design. Data analysis results were reported in an interium report dated November 5, 1976 and in the present final report. These results are considered to be relevant to the methodological approach to the evaluation of career decision making skills in rural schools.

D. Summary and Conclusions

Pretests were administered to each of the grade levels which are enumerated in the evaluation design.

Career Maturity Inventory (CMI) scores were found to be generally higher as grade 12 students were compared with the other two lower levels. Eleventh graders at Prairie City were the exception with a mean score of 33.895. The Dayville-Mt. Vernon seniors had the highest mean score which was 37.692.

Career Development Inventory (CDI) pretest scores for Scale B (Resources for Exploration) ranged from 202.857 for Prairie City Grade 9 students to 236.212 for Ontario. Scale C (Information and Decision Making) scores ranged from 13.798 (Vale) to 14.235 (Ontario).

Both CMI and CDI Fall term test scores served as the base for assessing the effects of the guidance processes for the various grade levels during the school year. With the exception of the CDI Scale B results, no statistically significant differences were found to exist across the treatment groups included in the study. All CMI test hypotheses were retained.

BUDGET

TITLE OF PROJECT "Methodology for the Evaluation of Career Decision Making Skills in Rural Schools"

	TOTAL COSTS	LOCAL COSTS	FEDERAL COSTS
A. Personnel--Including Employee Benefits			
1) Staff--List Names			
Sam Banner	$ 1000	$ 1000	-
Mark Highberger	$ 1200	$ 1200	-
Neil Baskett	$ 1000	$ 1000	-
Norma Jensen	$ 300	$ 300	-
2) Consultants--List Names			
E. Wayne Courtney	$ 1200	-	$ 1200
B. Travel	$ 931	$ 250	$ 681
C. Services--Please Specify			
D. Supplies	$ 350	-	$ 350
E. Equipment--Use only when appropriate			
F. Other Costs			
Cost Sharing (percent)	100%	62.7%	37.3%
Column Totals	$ 5981	$ 3750	$ 2231

F. Recommendations

The scales utilized for this research are considered to be appropriate for evaluating the career decision making skills and attitudes of secondary level students. Administration of pre and post test requirements presented little difficulty within the schools which were selected for the research. The test instruments were completed by most students within a 20-30 minute time frame. The readability of the tests appeared to be adequately suited to the level for most of the students who were tested.

The internal problems created at Ontario prevented a valid measure to be made for the initiation of a "guide-guidee" type of program at that school. As a result, it is not known what effect the program will have on career decision making characteristics of secondary students when it is implemented at Ontario or in other eastern Oregon schools. The Ontario program does contain a guidance component with two (2) full time counselors being assigned to the program. A career exploratory program also exists at the ninth grade level where SUTOE is utilized as the base. Students who are enrolled in grades 10 through 12 have several occupational cluster programs available to them.

Regardless of the problems which were associated with the Ontario treatment, the present findings did measure the relative differences and changes which took place across the two (2) Grant County programs

(namely, Prairie City and Dayville-Mt. Vernon). This comparison, in itself, was well worth the effort of the study.

It is recommended that an additional future thrust be made to properly measure the effect of the "guide-guidee" program which is planned at Ontario and to compare the results with other selected programs.